DOCUMENT RESUME

ED 153 027 08 CE 015 651

AUTHOR Henriksen, Dorothy, Ed.; Larsen, Judy, Ed.
TITLE A Model for Career Related School-Community Exchanges & Internships.
INSTITUTION Roseville Area School District 623, Minn.
SPONS AGENCY Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.; Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE 77
NOTE 25p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Career Education; *Community Involvement; Educational Innovation; Inservice Education; Inservice Teacher Education; *Internship Programs; Models; Program Descriptions; School Community Cooperation; *School Community Programs; School Community Relationship; School Industry Relationship; *School Personnel; Secondary Education
IDENTIFIERS Minnesota (Roseville)

ABSTRACT

A project is reported that has been in effect for two years in the Roseville, Minnesota, Area Public Schools to provide interested school staff and community people a chance to exchange career roles for varying periods of time, ranging from one day to several weeks. The report contains all memos, application forms, announcements, and exchange/internship reaction forms which are used in the program. In addition, a program outline and a timeline for exchanges and internships are given. A summary of exchange internship proposals for 1975-76 is included. Some examples of proposals are the following: a high school principal proposed to spend two to five days observing business administrators in several business settings in order to see techniques used by industry for dealing with personnel; two high school English teachers proposed spending five to twenty days interning at several local TV and radio stations; and a high school industrial arts teacher proposed a two-to-five-day internship with a supervisor or worker in a graphic arts or printing firm. In the appendix a sample case study is given of an internship application, a learning contract, and a project evaluation report. The case study is of a high school home economics teacher who spent two days in the costume design and wardrobe workroom of a dinner theater. The program provides for the earning of recertification units or college credit to those who wish a more in-depth experience. (BB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED153027

Code: XXXIII-A-69

A Model for Career Related School-Community Exchanges & Internships

Developed By
Roseville Area Schools'
Secondary Career Education Project
Task Force

Edited By
Dorothy Henriksen
Judy Larsen

The development and printing of this publication was funded out of Title III of the Elementary and Secondary Act of 1965 and from a grant from Career Education, USOE.

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

Roseville Area Public Schools
Career Education

Minnesota Department of Education
Pupil Personnel Services Section

1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 015 651

TABLE OF CONTENTS

Preface v
Acknowledgements vi
Program Outline 1
Time Line for Exchanges and Internships 2
Memo to Secondary School Personnel Announcing Program 2
School Staff Application Form 3
Learning Contract 4
Memo to Staff Acknowledging Application 5
Memo to Community Groups Announcing Program 5
Summary of Exchanges and Internships Implemented in 1975-76 6
Memo to School and Community Participants Regarding Evaluation 7
Exchange/Internship Reaction Form (School Staff) 8
Exchange/Internship Reaction Form (Community) 9
Appendix 9
A - Program Rationale (From Original Proposal, 1975-76) 10
B - Sample Resource Forms
Report of Visit to a Business or Industry 11
Questions of Workers 12
Evaluation of Community Visitation 13
C - Sample Completed Program Forms
Exchange/Internship Application 14
Learning Contract 15
Project and Evaluation Report 15
D - Summary of Exchanges and Internships Implemented in 1976-77 19

FOREWORD

This CURRICULUM GUIDE was developed and field tested by staff members of the Roseville Area Schools, Roseville, Minnesota. Portions were funded by United States Office of Career Education grants.

The materials have been arranged so as to be as usable as possible for the classroom teacher. A preface or "Foreword to the Teacher" begins each guide. Following the preface comes the day-by-day procedure written from the teacher's point of view: Title of activity (what the greater part of the day will be spent on); objective(s); time line; materials needed and the procedure to be followed. This is followed by student worksheets or study materials where applicable.

ALL STUDENT COPY IS ENCLOSED IN BOXES AND IS INTENDED FOR REPRODUCTION BY THE TEACHER FOR CLASSROOM USE. NO PERMISSION IS NEEDED TO REPRODUCE STUDENT COPY. When reproducing materials from this guide, however, please credit the Roseville Area Schools, 1251 W. County Road B-2, Roseville, Minnesota 55113.

When copyrighted materials are mentioned but not included, complete bibliographic information is listed so that the user can locate the materials and refer to them.

PREFACE

Increasing communication and understanding between school and community is a primary goal of career education practioners everywhere. Practioners affiliated with the Roseville Area Schools' Secondary Career Education Project — both in the school and in the community — enthusiastically support that goal.

One strategy created by a Task Force of the Project to achieve that goal is a plan for offering opportunities for career role exchanges between members of the school community and members of the business community. A description of that plan and its objectives are described in this document.

Origins of the "Visitation, Internship and Exchange Program"

In the early Spring of 1975 a proposal for funding a grade seven through 12 incremental demonstration career education project was written by two members of the Roseville Area Schools' staff, Dr. Arland Benson, counselor and Vernon Vick, Coordinator of Occupational Education. One of the components of the proposal was the creation of a program, then referred to as a "Visitation, Internship and Exchange Program" which would give interested school staff and community people a chance to "exchange" career roles for varying periods of time, ranging from one day to several weeks. The specifics of the program — the who's, how's, when's and why's — were purposely omitted from the proposal which stated they would be determined by a special task force to be created for the purpose. This reliance on shared decision making is one of the characteristics of all components of the Project which was funded for the 1975-76 school year and refunded for 1976-77. (The Roseville Area Schools, District 623, had previously been the recipient of a K-6 state career education grant.)

A Visitation, Internship and Exchange Task Force was in due course appointed by the Project's Advisory Committee to create this school-community interaction component. The program, whose name was shortened to the Exchange/Internship Program, is the creation of teachers, students, school administrators, community business people and parents. It allows for great flexibility: Each career role exchange or internship is custom made by the applicant to meet his/her needs. The site selected is likewise one that can meet the specific needs of the applicant.

Objectives of the Program

The objectives of the program which relate to both adults and students in the school and business community are:

1. To increase communication and understanding between school and community;
2. To provide opportunities to increase awareness of life style and career options;
3. To provide opportunities to increase awareness of alternative meanings of the terms "work," "career," and employer-employee expectations, and
4. To promote greater use of the community as a resource for the school, both inside and outside the classroom.

A Co-Operative Program

The fact that the program has been working successfully for two years — each year involving more school staff and more community people and generating more and more enthusiasm — is gratifying. Even more gratifying are the numerous lines of communication which have been opened and the mutual respect and feelings of genuine involvement that have resulted from the creation of the program.

Business organization in the north suburban Ramsey County area have been unswerving in their support of this program and other career-related activities for both students and school staff. These include a senior high school "shadowing" program, Business-Education Day and Education-Business Day and a revision of a Community-School Resource Directory. Without their support and enthusiasm, these currently functioning programs would only be proposals on paper.

ACKNOWLEDGEMENTS

In acknowledgement of dedication to a common goal — increasing communication and understanding between school and community — we of the Secondary Career Education Project staff thank the following members of the Exchange/Internship Task Force for their determination to build workable means to achieve that goal:

Virginia Bauman,** representing the Career Education Project Staff
Dan Bucholz, representing the North Suburban Chamber of Commerce
Linda Carlson,** representing the Roseville Teaching Staff
Dennis Christenson,** representing the Roseville School Administration
Marilyn Corrigan, representing the North Suburban Chamber of Commerce
Duane Dittrich, representing the Roseville Teaching Staff
Jerome Franke, representing the North Suburban Chamber of Commerce and Rotary
Milo Gaul,** representing the Roseville School Administration
Sue Gooding,* representing the Roseville Students
William Hogan, representing the Roseville Teaching Staff
Rollyn Johnston, representing the North Suburban Rotary
Michele Kauder,** representing the Roseville Students
Karl F. Keller, representing the North Suburban Rotary
John Mattson,* representing the Roseville Students
Merlyn Scroggins,* representing the North Suburban Chamber of Commerce
Vernon M. Vick, representing the Roseville School Administration

Secondary Career Education Project Staff,

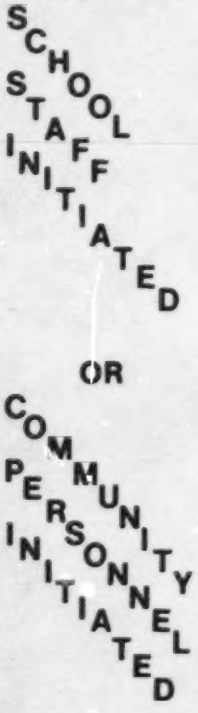
Arland Benson, Director
Dorothy Henriksen, Facilitator

*Member 1975-76 only
**Member 1976-77 only

"SCHOOL-COMMUNITY EXCHANGE/INTERNSHIP PROGRAM OUTLINE"

I. Objectives: This option will involve at least 30 educators and 30 community members. Specific objectives of visitations and exchanges include increasing awareness of life style and career options, alternative meanings of work and career, and teacher and employer-employee expectations. Both school staffs, parents, and community people will gain greater understanding of each other as well as develop mutual trust and influence. Well planned community visitations and exchanges should assist the adults in the Roseville Schools' community in their guidance of young people. Increased usage of field trips and field interviews within schools' career education curriculum is another outcome.

II. Organizational Chart:



Phase I: Needs Assessment
Selection of Participants

A. A presentation of the opportunities to school and community groups

B. Applications forms completed and sent to Task Force

C. Requests reviewed by Task Force and approved or denied

D. Exchange sites selected*

E. School or community liaisons determined*

Phase II: Implementation

F. A detailed learning contract is negotiated to cover exchange activities ranging from 1 to 20 days.

Learning Contract Options:

1) A variety of community/school experiences in a variety of settings
2) An in depth experience in 1 or 2 settings and alternative career roles (an internship model)
3) An extensive school/community career role exchange
4) A short term school/community career role exchange
5) A significantly different career role exchange within the school setting
6) A program of directly involving students in the exchange

Summative Evaluation (To Determine Quality)

G. A written report expanding upon selected content areas of the visitation forms used. A journal format would be one suggested format.

Summative Evaluation (To Determine Quality)

H. The learning contract would include built-in evaluation of specific objectives. The extensiveness of any evaluation would be determined by the length of the exchange contract.

Formative Evaluation (To Improve the Program)

I. Program participants would compare and evaluate the exchange experiences in one or more small group sessions.

*This can be done by a person or persons given that responsibility by the Task Force or by volunteers wishing to act as host or liaison.

TIME LINE FOR EXCHANGES AND INTERNSHIPS

Announce and Promote Program

↓

Applications Received by Task Force

Community Members		School Members
1) Determine if resources (sites) are available 2) Assign liaison to work with applicant on contract 3) Set date of joint orientation sessions for applicant, liaison, and representatives of the Task Force*	Allow Three Weeks	4) Assist teams with contracts 5) Jointly approve contracts
4) Team work on learning contracts 5) Jointly approve contracts	Allow Two Weeks	6) Secure approval for college credit or re-certification units
7) Internships and Exchanges take place	Allow three to four weeks	
8) Interns prepare project and/or evaluation document(s) and submit to Task Force	Allow two to three weeks	
9) Small or large groups of internees meet with representatives of Task Force for sharing of experiences and evaluation 10) Task Force meets for evaluation of program		

*In some cases it may prove more practicable for the applicant and his/her liaison to set a date to meet by themselves to determine objectives and date of Exchange or Internship. In some cases this could even be accomplished over the phone.

MEMORANDUM

TO: All Secondary Personnel

FROM: The Exchange/Internship Task Force

DATE:

RE: Opportunities for School-Community Exchanges

Would you like to visit, observe and talk with other adults in the Roseville Schools' community regarding their career? ? ? ? ?

Are there classroom speakers, field trips and field interviews that you might be exploring to enrich your curriculum? ? ? ? ?

Through the cooperation of the Roseville business community and the Roseville Secondary Career Education Project, you now have an opportunity to try out a career role exchange. This career role exchange might include visits to several community business organizations and/or educational settings. In-depth observation and even actual work experience in some settings might also be arranged.

An independent study program model will be used. Substitutes may be hired when necessary, while you are in the other settings. Recertification units may be earned as well as college credit for those who wish a more in-depth experience.

If you are interested in this program, please fill out the attached questionnaire and return to

_____ by _____.

For more information call _____ at _____.

SCHOOL STAFF APPLICATION FORM

NAME_____ DATE_____SCHOOL_____

Types of career role exchanges of interest to me:
(Check those of most interest to you)

_____	Business Setting	Possible Career Role	_____
		Possible Type of Business	_____
_____	Community Agency	Career Role	_____
		Type of Agency	_____
_____	Alternate School Setting	Career Role	_____
		School or Setting	_____
_____	Other	Career Role	_____
		Setting	_____

Nature of exchange of interest to me:
(Rank those of interest, 1, 2, 3, etc.)

_____ A 1 Day Visit – observation experience

_____ A (2-5) Day Visit – observation experience in several settings

_____ A (2-5) Day Visit – observation with some opportunity to assist someone in another career role and some actual exchange of personnel explored

_____ A (5-20) Day Internship experience in a different career role

_____ Other: _____

Briefly explain your main goal in participating in this program:

_____

Incentives of most interest to me:

_____ Recertification Units

_____ College Credit

_____ Other: _____

Type of logistical arrangements of most interest to me: (Rank 1, 2, 3)

_____ I would be interested in "teaming" my classes with another teacher(s)
(Indicate name of teacher(s) if possible_____)

_____ I would be interested in "teaming" my classes with another teacher(s) and a community resource person

_____ I would be interested in a substitute teacher only

_____ I do not require a sub or other replacement because of the nature of my position

LEARNING CONTRACT

Submitted by _____ **Date Received** _____

School _____

Department and Position _____

Nature of Career Exchange Experience: (50-100 word description)

Name of Community Liaison _____ **Phone** _____

Name of Company and Position _____

Number of Sub Days Requested _____ **(If sub time not requested, please explain)**

Dates Sub Requested For (or Professional Leave): _____

If College Credit is requested, what college: _____

Name and Phone Number of College Advisor: _____

Number of Credits Requested: _____

Approval of Advisor: _____

(Primary responsibility for obtaining signature is that of applicant; Project Staff will assist if requested)

If District Recertification Credits are requested, please check here: _____

Amount of Credit Granted by Administration (Board) _____

Approved by: _____

OBJECTIVES:

1) **Please list first your objective related to student or school outcomes which relate directly to project objectives:**

   Action Plan for Meeting Objective:

   Evaluation of Attainment:

2) **Other Objectives: (Use other side of this sheet and/or additional paper)**

My Final Evaluation or Project Report will take the form of:

____**New Curriculum Unit on** _____

(Explain):

____**New School or District Program**

(Explain):

____**Refining of Curriculum Unit(s)**

(Explain):

____**New Insights or Background for** _____

(Explain):

____**Other**

(Explain):

MEMO
TO: Applicants for the Exchange/Internship Program
FROM: The Exchange/Internship Task Force
DATE:

This is to acknowledge that your application for an alternative career experience has been received by this Task Force.

A member of the Task Force is currently in the process of locating a site for your internship or exchange and selecting a community liaison to assist you in the writing of your learning contract.

A orientation meeting for applicants and their community liaisons has been set for_____

_____(date and time)_____ at _____(place)_____

At this time you will receive guidelines for your learning contract, learn of your internship site and meet your liaison if he or she has not contacted you previously.

Work on individual learning contracts can then begin. The learning contract is simply a statement of your objectives, the plan of operation or schedule of the internship or exchange and a plan for evaluation.

We hope that all learning contracts will be completed by _____ and that the internships or exchanges can take place shortly thereafter. They must be completed by _____.

If there are any questions you want answered before that meeting, please contact_____

_____.

MEMO
TO: Community Groups
FROM: The Exchange/Internship Task Force

One aspect of career education is the building of bridges between the school and the community in order to better prepare students to live satisfying lives and create greater understanding and cooperation between the community and the schools. One of the ways the federally funded Secondary Career Education Project of the Roseville Schools is trying to implement that bridge building is by providing an opportunity for school staff and community members to visit and possibly trade career roles for varying periods of time.

You can have a role in this bridge building by participating in the Exchange/Internship Program, created by representatives of the Roseville Rotary, Chamber of Commerce, school staff, project staff and student body.

Briefly, the plan offers all junior and senior high school staff members an opportunity to write a proposal for an alternative career experience – in the business community, in another school setting or in a social or governmental agency. The period of time can vary from a one to five day visit-observation, to a ten to twenty day internship experience in which the applicant would actually take part in the work. Participants can request that college credits or district recertification credits be awarded for this experience; and sub time, if required, would be paid for by the Project. To date, 17 applications have been received. (See attached pages for summaries of applications.)

You can help by: 1) finding business or community sites in which the applicants can carry out their career exchange and/or 2) by being a Community Liaison and working with one applicant in planning a "Learning Contract" which will specifically spell out the goals he/she wants to achieve and the manner in which the two of you feel it can best be accomplished. This role would involve an orientation session and one or two planning sessions between the two of you, plus a small group evaluation of the experience after the actual exchange or internship has taken place.

INTERNSHIP AND EXCHANGE PROGRAM
SECONDARY CAREER EDUCATION PROJECT
Room 600
Fairview Junior High School
1910 West County Road B
Roseville, Minnesota 55113

Name _____

Business Affiliation:

_____

Business Phone _____

I would be interested in (check those applicable)

____ Acting as a Community Liaison

____ Having an Intern or Observer come into my business or career setting

____ Helping locate sites

____ Helping locate community people who would work with school staff

____ Visiting a school

____ Developing an alternative career experience in a school setting for myself

SUMMARY OF EXCHANGE

INTERNSHIP PROPOSALS 1975-76

A high school principal proposes to spend two to five days observing business administrators in several business settings in order to see techniques used by industry for dealing with personnel. Would be interested in having the community liaison spend some time observing administrators in his school.

Two high school English teachers propose spending five to 20 days interning at several local TV and radio stations to be able to apply observed organizational structure of the TV station to class; to learn better how to best utilize present equipment; to observe skills needed to better prepare students for communications occupations. They are interested in possible college credit and recertification credits.

A high school industrial arts teacher proposes a two to five day internship with supervisor or worker in graphic arts or printing firm to gain first hand knowledge of industry's expectations of employees which will assist in assessing students' abilities and improving curriculum.

A school secretary wishes to observe and participate in a variety of jobs in a nursing home to benefit self by getting to know senior citizens, helping them with crafts and music and exploring alternative career roles.

A senior high school business education teacher proposes spending from one to 20 days in one or more of the following career roles: 1) personnel department worker (large company, state employment office or employment agency), 2) office jobs in a bank, insurance company or large manufacturing company, 3) teacher in a rural or out-state school. The objectives of this experience are to broaden knowledge of employment opportunities and procedures and broaden understanding of different student groups.

A senior high school industrial arts teacher wishes to observe and participate in the duties of a carpenter or lumber yard manager in a construction firm or observe for several days in a vocational school.

A junior high social studies teacher proposes to intern with the State Pollution Control Agency or as a legislative aid or lobbyist. This experience would aid effectiveness in teaching political process and be a personal growth experience.

A junior high school counselor wishes to spend two or three days observing the jobs involved in real estate in order to determine the various jobs involved, their responsibilities and requirements.

A junior high English teacher proposes to observe the variety of careers involved in a TV newsroom in order to improve communications teaching and explore alternative career roles.

A senior high school home economics teacher proposes a one or two day observation experience as a fabric buyer or fabric department manager in a department or specialty store to become more aware of career opportunties in the home economics field.

A senior high school physics teacher would like to spend one day observing career roles at two civil engineering consulting firms.

A senior high English teacher proposes a two to five day experience as a copy or technical news writer in a business setting in order to gain a clearer understanding of possible writing careers for students.

A junior high mathematics teacher would like to spend up to five days visiting a variety of businesses to see various careers which rely heavily on math skills in order to motivate math students and be able to better answer their career related questions.

A junior high English teacher would like to spend two to five days observing public relations personnel in a variety of settings (small and large companies) to increase awareness of English skills needed in various occupational roles and to gain greater insight into various occupations in order to make English more relevant to students.

A senior high home economics teacher proposes a two to five day career role observation in the costume department of one of the local theatre groups to be able to relate information on theatre "job clusters" to students from firsthand experience.

A junior high art teacher would like a two to four day visitation in various senior high school art departments to familiarize self with fiber/printing techniques to increase awareness of art career options for students and in anticipation of a transfer to a senior high school next year.

A senior high school SLBP teacher proposes to spend one day observing the SLBP program in Bloomington schools to learn what other schools are doing for the career development of SLBP students.

A senior high school home economics teacher would like to spend one day observing the duties of a hospital dietitian in order to relay this information to foods students.

A senior high librarian would like to spend three days observing career roles at various other types of libraries: Hill Reference Library, Ramsey County Library and the Minnesota Historical Society.

TO: School and Community Participants in the Exchange/Internship Program

FROM: Exchange/Internship Task Force

DATE:

You recently participated in an Exchange/Internship Program initiated by the Secondary Career Education Project, and designed by a school-community task force.

We would like your reaction to that experience on the enclosed questionnaire.

The Exchange/Internship Task Force is scheduled to meet _____ and we would like to have the questionnaire back by that time to help us evaluate the success of the program and plan for next year.

Please fill it out immediately and return to our office in the enclosed envelope.

Thank you for your cooperation.

INTERNSHIP/EXCHANGE REACTION (School Staff)

1) **How did you find out about the Exchange/Internship Program?**

a._____ Memo sent to school staff b._____ Word of mouth c._____ Other

If other, please explain: _____

_____

2) **Do you feel you met your stated objectives through this experience?**

a._____ Yes b._____ Somewhat c._____ No

If no, please explain why not: _____

_____

_____

3) **Did you have adequate time to accomplish your objectives?**

a._____ Yes b._____ Too much time c._____ Not enough time

4) **What was the most beneficial or enjoyable part of the program for you personally?**

_____

_____

_____

_____

_____

5) **If the program is continued next year, do you think community people should come into the school as interns in some capacity?**

a._____ Yes b._____ No c._____ Not sure

6) **Do you feel this experience will help the career development of your students?**

a._____ No b._____ Yes

If yes, explain in what way: _____

_____

_____

7) **What comments or suggestions would you offer to improve the program for next year?**

_____

_____

_____

8) **Would you recommend participation in the program to other staff members?**

a._____ Yes b._____ No

INTERNSHIP/EXCHANGE REACTION (Community Liaison)

1) How were you made aware of this program?

a.____ Notice to Rotary or Chamber

b.____ Phone call asking you to participate

c.____ Other _____

2) Did your participation live up to your expectations?

a._____ Yes b._____ Pretty much c._____ No

If no, please explain why not: _____

_____

3) Did you feel you were a part of the planning of the internship you were involved with?

a._____ Yes b._____ Somewhat c._____ No

4) Was the time allowed for the internship?

a._____ Too long b._____ About right c._____ Not long enough

5) If the program is continued next year, would you be interested in being an intern in the school system in some capacity?

a._____ Yes b._____ No. c._____ Not sure, would need more information

6) What comments or suggestions would you offer to improve the program for next year?

_____

_____

_____

7) If this program is continued next year, would you participate again or recommend to other business people that they participate?

a._____ Yes b._____ No

APPENDIX

A - Program Rational 10
(From Original Proposal Application 1975-76)

B - Sample Resource Forms .....
Report of Visit to a Business or Industry ... 11
Questions of Workers 12
Evaluation of Community Visitation 13

C - Sample Completed Program Forms .....
Exchange/Internship Application 14
Learning Contract 15
Project and Evaluation Report 16

D - Summary of Exchanges and Internship Implemented in 1976-77 (September through March) 19

APPENDIX A

(From the original Roseville Area Schools 1975-76 Project Proposal)

School-Community Visitation and Exchange Option (II-D)

This option will involve at least 30 educators and 30 community members. Specific objectives of visitations and exchanges include increasing awareness of life style and career options, alternative meanings of work and career, and teacher and employer-employee expectations. Both school staffs, parents, and community people will gain greater understanding of each other as well as develop mutual trust and influence.

Well-planned community visitations and exchanges will facilitate school staff growth as well as stimulate more use of field trips and field interviews within the school curriculum.

Visitation and Exchange Sites

A variety of business, industry, community agency, and educational institutions will be provided as possible visitation sites. An orientation by phone or letter should be given to the visit site as to the purpose and nature of such visits. The community resource directory would be revised. Every effort would be made to arrange sites representing a broad range of occupations, community agencies, post-high school training, and model career development programs. Career is defined as the pattern of self-fulfillment roles one has over a lifetime; and therefore, alternative family and parenting roles need to be examined as well as various volunteer and nonpaid employment activities.

Staff Preparation

Several different visitation experiences should be encouraged before more formal exchanges take place. Each experience would be differentiated by the primary purpose and need not always be at different sites. Specific purposes for a visitation would be selected from the following:

- Employer expectations of employees.
- Employer expectations of schools.
- School expectations of employers.
- Work values, work ethics and meanings (individual employees).
- Life-style implications of one's occupational pattern.
- Satisfactions and dissatisfactions of work and/or school.
- The processes of career decision-making.
- Self-actualizations and one's career pattern.

Procedures

The plan would be to have teams of four individually arrange a two-hour visitation experience for the team for a total of four visits per team (total time of eight hours). Each team member might select a different purpose for each visit and prepare an observation or an interview form. The *Resource Guides for Career Development in the Junior and Senior High Schools* (Benson, 1972-73) contain several visitation, observation, and interview forms that might be used. Each team should be encouraged to share experiences in a debriefing session within the team and with the larger workshop group.

Planned role taking experiences including full day visits and exchanging occupational or career positions would follow when feasible. Exchanging career positions for a day will provide opportunities for a slice of the school administration, teachers, paraprofessionals, parents, community volunteers, and students to interact and simulate experiences that build mutual trust and widen career perspectives.

In starting to exchange career positions, a career development support team will field test the procedures within the team first. Each team member will spend a day with another team member who has a different career role. Part of the day would be directed to observation, part to actual role-taking, and part to a debriefing session. Each visit should be reciprocated by the other team member and a total team debriefing held. In expanding the program to a greater range of positions such as parent, student, community employee, etc., a procedure for orientation, participation incentives, scheduling, and follow-up will be developed. The logistical problems of such role exchanges are large, but so are the potential payoffs. The potential in school and community exchanges has barely been explored.

Internship Options (II-E)

The opportunity will be provided for at least ten school staff members to participate in a four-week internship in a different setting. The goal will be a more intensive attainment of the objectives in the visitation and exchange section. Paid leaves of absence will guarantee at least ten internships for school staff. Alternative ways of financing additional internships for school staff and community members will be explored by the community advisory committee. Internships will likely, but not necessarily, be an outgrowth of visitation and exchange experiences. Other staff development options may also stimulate interest in an internship.

A cooperative arrangement with the University of Minnesota Vocational Education Division, allowing us to offer the internship as a course for credit, is one option which will be explored.

APPENDIX B-1

REPORT OF VISIT TO A BUSINESS OR AN INDUSTRY

The following questions are intended to serve as a guide for a visit to a business or an industry in which you focus on some of the "psycho-social" aspects of work. By this we mean that we want you to look at the psychological impact of the work organization on the worker, at the workers themselves, and their feelings about their jobs rather than at the product. Write up your observations of and reactions to the business or industry, using the questions merely as a frame of reference.

ABOUT THE ORGANIZATION

1) What is the main function of the business or industry?

2) What is the general staff organization?

3) How many levels and what kinds of jobs are represented?

4) How many employees in the organization? How many males, females, minorities? What is the company doing to achieve equal opportunity for minorities and women?

5) What kinds of training are required for the jobs represented?

6) What are some of the main concerns of management (productivity, equal employment, absenteeism, turnover, etc.)?

7) How democratic or authoritarian is the organization? To what extent are workers at all levels involved in decision-making?

8) Is the plant unionized? What impact does the union have?

9) What are the communication patterns? What does morale appear to be like in the company?

10) What kinds of "job enrichment" programs have been developed, if any?

11) What are the employer expectation of schools?

12) What might the schools expect of this organization?

13) What implications do you see for your curriculum as a result of this visit?

APPENDIX B-2

QUESTIONS OF WORKERS

1) **What do you like about this work setting?**

2) **What is satisfying about your job? What about the job is stressful? Dissatisfying?**

3) **What kind of life style is associated with this job (overtime, evening work, time for leisure, travel, set hours, own boss, etc.)?**

4) **Based on your experience, what information or advice would you give to someone who is still in high school?**

5) **What kinds of affiliations do you have in connection with this job?**

6) **To what extent is this kind of work the kind of thing you really like to do?**

7) **Do you see this work as a lifelong one or as a stepping stone to some other job or occupation? What are the opportunities for advancement on this job or in this company?**

8) **To what extent does this occupation provide the economic resources for you to live the kind of life you like to live?**

9) **Did you plan for this kind of work or did you get it by chance?**

10) **From whom did you get help in planning or preparing for this field?**

11) **If you were to start over, would you choose the same kind of work? If not, what kind of work would you most like to do?**

12) **How interesting was school to you? What were high and low interest areas?**

APPENDIX B-3

Contact Person for Arrangements:

_____ _____

Name

Phone No. _____

EVALUATION OF COMMUNITY VISITATION

_____ _____

Name of Company or Site Date and Time of Visit

1) In what ways did you benefit from this visit?

2) What were the high points of this visit?

3) Were any problems involved in conducting this visit? What?

4) Would you recommend this visit for others? Yes _____ No _____

5) How could this visitation site be used for the following:

Check all that apply:	Visitation	In Class Presentation	Other
Elementary Students	_____	_____	_____
Junior High Students	_____	_____	_____
Senior High Students	_____	_____	_____
Teachers	_____	_____	_____
Counselors	_____	_____	_____
Librarians	_____	_____	_____
Administrators	_____	_____	_____
Others	_____	_____	_____

6) Comments:

APPENDIX C-1

SAMPLE CASE STUDY OF AN INTERNSHIP APPLICATION

NAME Delphine Hedtke

DATE 2-14-77 **SCHOOL** Kellogg High School

Type of career role exchanges of interest to me: (Check those of most interest)

X	Business Setting	Possible Career Roles Stage design, wardrobing Name or Type of Business (Costume production, Local theatres—Guthrie, Old Log,—Chanhassen Career Role
	Community Setting	Name or Type of Agency Career Role
	Alternative School Setting	School or Setting Career Role
	Other	Setting

Nature of exchange of interest to me: (Check those of most interest)

- ____ A one day visit-observation experience
- X A two or three day career role exchange with a community person
- ____ A two or three day visit-observation in several settings
- ____ A two or three day visit-observation with some opportunity to assist someone in another career role and some actual exchange of personnel
- ____ Other: ____

Briefly explain your main goal in participating in this program:

I would like to be involved in or observe all phases of costuming in a local theatre production.

Type of logistical arrangements of most interest to me: (Rank 1, 2, 3)

- ____ I would be interested in "teaming" my classes with another teacher(s) (Indicate name of teacher(s) if possible ____)
- ____ I would be interested in "teaming" my classes with another teacher(s) and a community resource person
- X I would be interested in a substitute teacher only (for 3 hours per day only)
- ____ I do not require a sub or other replacement because of the nature of my position

Incentives of most interest to me:

- ____ Recertificaton units
- ____ College credit
- X Insights into, or enrichment for, curriculum development of career related units
- X Gaining greater understanding of career roles and community resources
- ____ Other: ____

APPENDIX C-2

LEARNING CONTRACT

Submitted by Delphine Hedtke

Date Received 2-21-77

School Kellogg Senior High

Department and Position

Home Economics, clothing teacher, department head

Nature of Career Exchange Experience: (50-100 word description)

Observation and involvement with the costume design/ production/ and wardrobing workroom areas of the Chanhassen Dinner Theatre.

On-site exploration of local costume career options and opportunities.

Interviews with staff/management of training, emerging areas, internships, etc., domestic and international.

Name of Community Liaison

Sandra Schulte

Phone 474-4101

Name of Company and Position

Chanhassen Dinner Theatre, Head of Costuming

Number of Sub Days Requested 2 (3 morn hrs only)
(If sub time not requested, please explain)

Dates Sub Requested for (or Professional Leave):

March 8 and 9

If College Credit is requested, what college:

Name and Phone Number of College Advisor:

Number of Credits Requested:

Approval of Advisor:

(Primary responsibility of obtaining signature is that of applicant; Project Staff will assist if requested)

If District Recertification Credits are requested, please check here:

Amount of Credit Granted by Administration (Board)

Approved by:

Arland Benson, Project Director, Member of Task Force

OBJECTIVES:

1) **Please list first your objective related to student or school outcomes which relate directly to project objectives.**

To up-date and expand information relating to theatre and stage costume production and career clusters available. Information to be made available to drama and home ec students.

Action Plan for Meeting Objective:

To be directly involved with the staff at Chanhassen, with interviews, observation, and working in the various stations in the costume room

Evaluation of Attainment:

Reactions and feedback from students/staff on career information and design/production methods. Individual and groups with costume committees – and from career units presented in drama and home ec classes

2) **Other Objectives: (Use other side of this sheet and/or additional paper)**

Wish to expand resource/references available in design/costume areas

My Final Evaluation or Project Report will take the form of: (TO BE SUBMITTED TO THE PROJECT IN WRITING.)

_____ **New Curriculum Unit on**

_____

(Explain):

_____ **New School or District Program**

(Explain):

_____ **Refining of Curriculum Unit(s)**

(Explain):

_X_ **New Insights or Background for**

Drama/Home Ec units

Will utilize information gained last year from Chimera Theatre experience, this to be expanded/updated and interfaced with on-site gains at Chanhassen (will be a very different setting and method of observation). Will help clarify to students the flexibility and variety in the theatre design/costume field

This information will be shared in home ec and drama classes on a team teaching basis

_____ **Other**

Daily diary and final report.

(Explain):

APPENDIX C-3

PROJECT AND EVALUATION REPORT

To: Career Education Project

From: Delphine Hedtke
Home Economics Department
Kellogg Senior High
Clothing Teacher

Re: Report of Career Exchange Experience
Chanhassen Dinner Theatre
Costume Design Shop
Debra Crawford, Shop Supervisor
Chanhassen, Minnesota

Dates: March 8 - 9, 1977

Subject: Career Exchange Experience
I. Profile III. Daily Journal
II. Resume IV. Interfacing Cluster

Career Exchange Experience

Overall assessment: It was a great experience! Really Super!!

I. Profile of Experience

I had the opportunity to observe and tour the Chanhassen Dinner Theatre performing arts site for the purposes of determining:

1. Opportunities available in costume design/production/servicing
2. Actual operations of careers and related jobs
3. Training/experiences required for costume clusters
4. Availability of job market

I participated in the workroom operation for the art of costume design/production and servicing of theater garments.

I participated in the organization and management of the workroom personnel/supplies and facilities.

I assisted in the design interpellations, and fittings with actors for costuming "Finian's Rainbow."

I observed the costume draping operations.

I interviewed volunteers and persons employed in the costume shop.

I worked an exciting and demanding two days!

II. Resume

During the instructional year I presented an "Opportunities in Apparel Areas" to home economics clothing classes and drama classes at Kellogg (also by invitation to the junior highs). One popular and important cluster is the costume component as it relates to the stage, theater, and performing arts. Interfacing home economics and drama classes.

The 1976 Chimera and 1977 Chanhassen internship career exchange experiences provided the informational base for costume cluster careers in the local community.

III. Daily Journal

Involvements/happenings/experiences/interviews and observation on a daily basis.

"The Saga of the Chanhassen Costume Shop" — brief panorama of activities

Tuesday - March 8

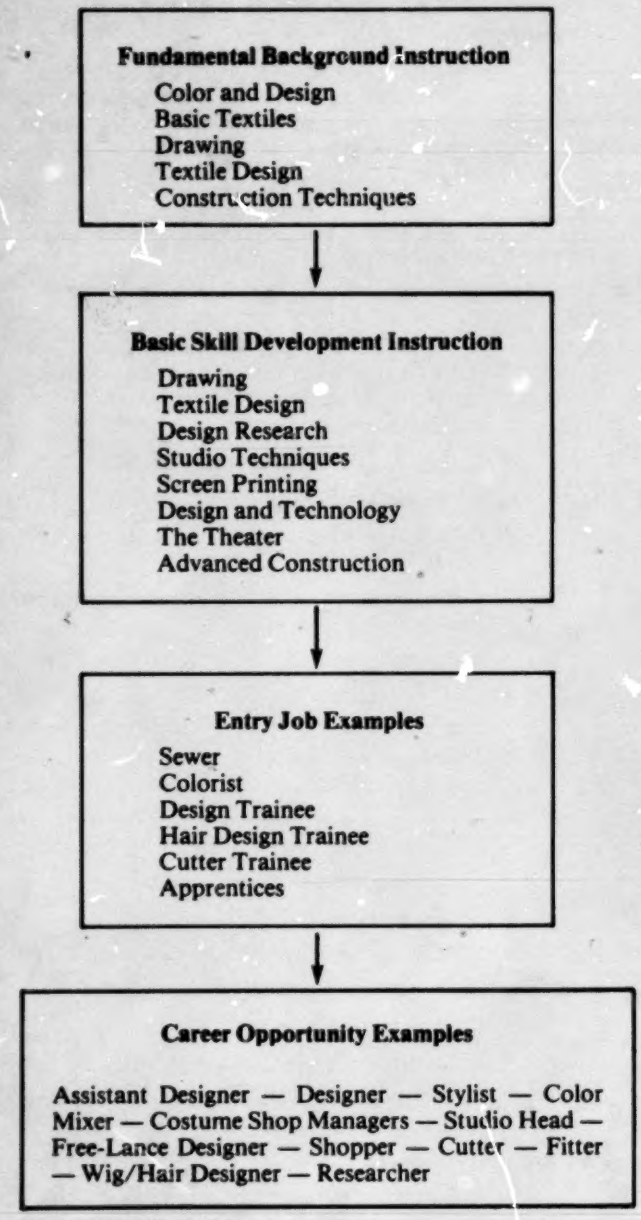
- Philosophy of Chanhassen
- Toured entire facilities
- Met personnel
- Compared operations with other theaters in community
- Budgeting
- Funding/foundations
- Employment opportunities
- Training experiences
- Costume shop work (personal participation)
  - sketching
  - pattern cutting
  - rendering color mounting
  - wardrobe organization
  - period findings
  - sewing operations
  - fitting

Wednesday - March 9

- Resource material perused
- Design reference library
- Period costume plates
- Staff interviews
  - designer
  - cutters
  - hair dressers
  - assistants
  - fabric painters
  - shopper
  - researcher
  - manager
  - draper
  - sewers
  - prop builders
  - apprentices
  - dyer
  - fitters
- Job descriptions attached for shop management responsibilities

IV. **Interfacing Clusters**

THE COSTUME CLUSTER AND OCCUPATIONAL RELATIONSHIPS



Manpower Needs

Few American industries place as great a premium upon creativeness and artistic expression as does the theater costume segment of the fashion industry. Designers, colorists, stylists, artists, cutters — all have a hand in the creation of theater costuming. In an industry where as many as 10,000 different designs are produced in a single year, there is a wide variety of occupational opportunities for those with creative talent and appropriate preparation. The increasing interest in the performing arts, paralleled by the impact of technological developments in the industry, is creating a growing need for design personnel to meet the continually growing and rapidly changing needs of this nation.

Survey Needs.

The Chimera and Chanhassen interview survey catalogues the educational needs, community/industry/business support, student population input, job satisfaction/projected growth/economic consideration/pay scales/ and local, national opportunities in the theater costume cluster area.

Summary findings — all personal reactions were significantly positive with continued growth and opportunity indicators. The pay scales were the only negative factors (entry level below minimum wage, progressing to moderate pay for head designer). Job security unreliable. The personal satisfaction and desire for participating in the creative theatre world seemed to be motivating factors.

Educational Preparation and Desired Compentencies

To a greater or lesser degree, depending upon the area of design specialization, the tools of a costume designer are color, paint, paper, design techniques, fibers, fabrics, and construction processes. The best training for the aspiring designer is to become conversant with the different areas of fashion design through a series of introductory and basic skill-development educational experiences that are applicable to all. These basic experiences can then be followed by further education and/apprenticing/or on-the-job training in the specialized area that best suits the individual's aptitudes, interests, and/or job opportunities. Other skill-development studies such as print-making, graphic design, photography, jewelry designing, and draftsmanship are related areas which interested students might explore in order to widen their future career possibilities.

As important as the vocational training that contributes to the students' technical competency are other disciplines that expand the social and personal development, and the life skills of the students, and that broaden their understanding of the socio-economic forces that affect the theater and fashion industry. Of particular help to design students are studies in art history and appreciation, theater arts, dance, social studies, foreign languages, and communication skills. Shop designers stressed many talented creative designers fail because they cannot work effectively with the directors.

The Chimera and Chanhassen theater personnel both stated practical experience was most effectively gained by working in a variety of the community theater workrooms. i.e. Chimera, Guthrie, Childrens, Chanhassen, Old Log, Radisson, and summer stock.

Volunteer work is a fine beginning to gain a creative and operational feeling for the field.

Educational training can be suited to the objectives of the students — University, Institute of Art School of Design, College, Junior College, Voc-Tech; adult education for upgrading and secondary home ec/drama for basic preparation. Shop designers also urged students have a "backup" career for "between jobs" and while waiting for opportunities.

Occupational Opportunities

Regardless of the area of specialization, the field of costume design offers many entry jobs and career opportunities for those who have a feeling for pattern, a love of color, manual dexterity, a technical proficiency in design techniques, a working knowledge of construction processes, ability to devote long hours, work under stress, and an innate love of performing arts.

While the theater costume shops are located all over the country they tend to be largely concentrated in New York; with increasing opportunity and national recognition of the Minneapolis, St. Paul area.

***Attachment**

The Chanhassen Theatre is one of the few design workroom operations having developed/implemented job descriptions and task responsibilities for the design shop operational management. Copies attached. (Very valuable student reference.)

*Permission has been granted by the Chanhassen Theatre to reprint the following job descriptions.

CHANHASSEN DINNER THEATRE
Division of Bloomberg Companies Incorporated
Chanhassen, Minnesota 55317

JOB DEFINITIONS — Costume Area

Designer - Has overall responsibility for the shop and all aspects of costuming

- Is informed about what is happening in the shop
- Approves all costume additions to the show
- For a new show:

  Determines budget
  Hires staff with assistance of shop supervisor
  Is responsible for all costume design:

    Sketches (with swatches)
    Working drawings (with description of construction, detail, etc.)
    Plot
    Accessories
    Shopping (fabric and supplies)
    Assignment of priorities on costume construction
    Fittings
    Cleanliness and order in all areas

- Works with cutters if patterns are available
- Researches the period concerning costumes and construction

Supervisor of Shop - Is responsible for upkeep of the shop — organization, order, cleanliness, etc.

- Makes organizational changes subject to the designer's approval
- Is responsible for upkeep of supplies and equipment
- For a new show:

  Is responsible for completion of all costumes as designed
  Works with designer on the assignment of costumes to cutters and seamstresses
  Sets up a construction calendar
  Schedules fittings

- Is responsible for all costume rentals

Cutters - Each is responsible for:

- Cleanliness of area and costume shop in general.
- Completion of costumes assigned by dress parade
- Their seamstresses' work
- The timetable or calendar of costume construction
- Following the instructions of the designer and shop supervisor
- Assisting the designer and shop supervisor and seamstresses with fittings
- Measuring the actors for costumes
- Sewing as necessary
- Making copies of the patterns for shop files

Seamstresses - Are responsible for:

- Carrying out instructions of cutters
- Timing completion of work
- Cleanliness and maintenance of area and machines

Wardrobe - Is responsible for:

- Maintaining appearance and workability of the costumes as originally intended, including shoes, laundry, cleaning and repair, replacement, additions as approved by designer (or shop supervisor if designer not available)
- Dressing — responsible for quick and efficient changes for the actors; consider the actors requests concerning additions, changes, etc., but checks with designer before making changes

- Alteration of costumes when changes in cast or size of actor takes place (help provided as needed)

Strike

- Check costumes in against list cards (Any costumes which actors wish to purchase must be approved by the designer.)
- Check dressing rooms and bring down any costume pieces
- Sort costumes for laundry or cleaning
- Call cleaner to pick up cleaning (bulk cleaning except for rentals)
- Wash and put away all launderable items
- Return hats and all costume accessories to stock
- Help provided if necessary in:
  Putting away cleaning when it comes back
  Maintaining cleanliness of shop if being used for construction)

APPENDIX D
SCHOOL -- COMMUNITY EXCHANGE/INTERNSHIP APPLICATIONS 1976-1977

A junior high school special education teacher proposes a one day observation of a physical therapist at St. Paul-Ramsey Hospital and one day at Como Park Elementary School in order to observe techniques used in dealing with handicapped students to observe an alternative career.

A junior high school math teacher would like a one day observation of a computer programmer and a systems analyist to enrich curriculum.

A junior/senior high school math teacher proposes to spend one day observing various math related jobs to gain insight into variety of math related careers.

A senior high school home economics teacher/work program coordinator would like a one day observation of a delicatessen manager/home economist for curriculum enrichment and job leads for students

A junior high school science teacher proposes a one day observation of guidance staff at Anoka-Ramsey Junior College to increase awareness of skills needed for college entrance and science related careers.

A junior high school librarian would like a two day observation and work experience with Afton Alps Ski School, observing director and working with schools that use the facility in order to gain insight into career roles and community resources.

A junior high math teacher proposes a one day observation of an auto parts salesman to see skills needed in business that could be included to greater degree in math curriculum.

A junior high math teacher would like a one day observation of various math related careers in an insurance agency.

A junior high English teacher proposes a one day observation of the variety of careers in an accounting firm and the skills needed for those careers.

A senior high school home economics teacher would like to spend two days observing career roles in theatre costuming at Chanhassen Dinner Theatre for insight and curriculum enrichment.

Four junior and senior high school home economics teachers would like a one day observation of career roles in clothing and design at a large clothing manufacturing company.

A junior high school home economics teacher would like to spend one day observing career roles in interior design with an office products company.

Three senior high school art teachers propose two day observations in an alternative education setting for gaining art-career education insights.

A junior high school science teacher would like a one day observation of science related careers in the computer field.

A senior high school science teacher would like a 2 or 3 day observation of careers in medical product research.

A senior high school science teacher would like a two or three day observation of science related careers in personnel or research departments of a large firm.

A senior high alternative English teacher would like a one or two day observation in a community drug treatment agency.

A junior high science teacher proposes a two or three day observation of the role and qualifications of a scientist or policy maker in a science related company or public agency.

A senior high school English teacher would like a two or three day observation of industrial education programs related to language arts in a large firm.

A junior high school math teacher proposes a one or two day observation of various career roles and their qualification in an accounting firm.

A junior high school assistant principal would like a two to five day observation of the operation and methods used in a chemical dependency treatment center.

A junior high school English teacher would like to spend one day observing in an alternative education setting (middle school).

A junior high school SLBP teacher would like to spend one or two days observing in an art gallery, particularly to observe the duties of a manager/buyer.